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California Department of Education

Jack O'Connell
State Superintendent of Public Instruction

High School!

A Monthly Newsletter for California Educational Leaders

A Message from the Superintendent

High schools are exciting, dynamic, and complex environments. As a former high school teacher, I recognize the many challenges that the high school community faces on a daily basis. The California Department of Education is committed to providing assistance to schools and districts so that every high school student has access to a quality education. This issue of the *High School!* newsletter shares ideas about how to enhance a school's educational environment to support student achievement.

Several of the following articles highlight school construction projects. The goal of each school construction project—whether it involves new construction or remodeling—is to anticipate the needs of students and educators through thoughtful planning. The school site, the community, the budget, and an ever-changing technological society also impact decisions relating to facilities.

I hope that the information provided in this month's newsletter gives you some good ideas relating to your own high school. Thanks for your work on behalf of our students.

Jack O'Connell
State Superintendent of Public Instruction

Construction for Learning

One-third of California's K-12 students are housed in relocatables.
From The Collaborative for High Performance Schools. < www.chps.net >

The California school system is the largest in the country.
One out of eight K-12 students in America goes to school in California.
From The Collaborative for High Performance Schools. < www.chps.net >

Nearly 6.2 million children, teachers, and administrators – one-fifth of California's population – spend their day inside a school.
From The Collaborative for High Performance Schools. < www.chps.net >



H i g h l i g h t S i t e

Foresthill High School, Placer Union High School District Providing Educational Opportunities and Resources for Students and the Community

The small town of Foresthill in Placer County is in the middle of high school construction. Stakeholders in this endeavor crafted a mission statement as they began the project.

The new high school should embrace the pride of the community of Foresthill with its rich history, valued natural resources, and deep respect for the environment. It should be flexible enough to accommodate diverse access to educational and technological opportunities now and into the future and use those opportunities to prepare students for the workplace.

The community is embracing innovative technology, strong contextual themes, and sustainable design for the new Foresthill High School. The Sacramento-based firm of Lionakis Beaumont Design Group Inc., (LBDG), successfully integrated these forward-thinking concepts into a design that combines the Foresthill community's history and landscape while achieving the project's stated mission.

The high school site is located on a former timber mill property adjacent to a proposed elementary school and a joint-use forestry education center. These factors were driving forces in the design of the campus. The old mill buildings once present on the site inspired the timber mill theme reflected in the use of materials and organization of the campus. The design reminds users of the history of the community and past use of the site while providing a strong connection to the environment. The design process was successful as a result of the strong relationship between LBDG and the Placer Union High School District.

The high school design reinforces the concept of sustainability and education. The timber mill theme sustains the history of the site and ties in with the forestry education center. Sustainable building measures include natural day lighting and ventilation, the use of green building materials, and responsive site planning. The design team incorporated these measures to support the concept of environmental responsibility valued so much within a community set amongst the trees and mountains. The design enhances student learning through an "open systems" approach where mechanical distribution systems – piping and ductwork – are exposed. This allows the building to be used as a teaching tool for sustainable advocacy.



The design team provided master planning, programming, and schematic design services to Placer Union High School District. For more than a year, LBDG helped facilitate regular committee meetings, which involved anything from holding design conferences to voting on final color selections. The facilitation process was beneficial in that it engaged the community and all interested individuals to be a part of the process. In a small community like Foresthill, it was important to make community members feel a part of the process, as the high school will be a strong focal point to both community and student needs.

The design team's biggest challenge was arriving at a master plan and design that integrated all of the needs from the various committees, the community, and the district into a cohesive design. The

Highlight Site (cont.)

design team worked to arrive at a design that integrated both the student wishes for a high-tech looking school, while respecting the community members requests for a more traditional design that incorporated the history of the site and fit within the context of the community. It was also essential to create a master plan that would provide a comprehensive facility for the expected population of fewer than 200 students and grow gracefully with the population. This required the development of learning environments that were both adaptable and flexible.



The new high school is planned to accommodate a capacity of 800 students. It is expected to open with approximately 200 students – starting with freshmen and sophomores the first year. The initial program will include a core building including library and media center, administration, six standard academic classrooms (modular construction), and three multipurpose “wet” labs. The modular construction is enhanced with forms and materials consistent with the timber theme of the core building.

The building structure and interior design elements reinforce the design concept. A double bowstring heavy timber truss was used as the structural system for the entry and library/multi-media wing. Heavy timber columns, steel bracing, and concrete block pilasters through the entry hallway/commons tie the hi-tech and traditional timber mill themes together. Roll-up glass doors were incorporated into an oversized hallway. This design provides a strong connection to the outdoors in good weather as well as serving as an indoor/outdoor dining area and social gathering space in inclement weather – again emphasizing flexibility and adaptability.

The district staff and educators embraced the concept of a magnet curriculum to attract students to the school. As a small community with an initial student population of only 200, the district was challenged to offer the level and range of classes to attract students. The district will address these needs by offering an environmental magnet curriculum as well as distance learning in order to provide core classes and electives students will want and need.

With the high school opening with less than 200 students, it was important to provide a flexible design. A flexible building shell will allow for future expansion to accommodate the growth. Creative use of materials and detailing helped to achieve the aesthetic goals for the project within a tight budget and meet the expectations of an expanded group of stakeholders – staff, students, the school district, and the community of Foresthill.

Client: Placer Union High School District

Construction Cost: \$12.5 million

Square Feet: 28,462

Anticipated Completion Date: July 2004

Scope: New Construction

Consultant Team: Capital Engineering Consultants (Mechanical Engineer), Harry Yee & Associates (Electrical Engineer), K.B. Foster (Civil Engineer), LBDG (Structural Engineer), Land Architecture (Landscape Architect)

For more information, please contact Laura Knauss, AIA, Director of Education Studio, Lionakis Beaumont Design Group, Inc. at (916) 558-1900.

High School Construction

The following high schools have recently been completed, are under construction, or are being renovated. For more information about each site, contact the local school district.

Ann Sobrato High School, Morgan Hill Unified School District – Currently under construction, this school will focus on project-based learning in grouped classrooms within four wings. It maximizes outdoor classroom and climate opportunities in central California. Contact: Al Solis, (408) 201-6086.

Carlmont High School, Sequoia Union High School District, Belmont – Teachers and students were looking for a renovated campus with physical and social heart, including an upper and lower plaza that created an expansive central gathering area. Contact: Larry Trice, (650) 369-1411.

Gary and Jerri-Ann Jacobs High Tech High School, San Diego City Unified – This small, cutting-edge school (a renovated Navy training center) is founded on three design principles: personalization, adult-world connection, and a common intellectual mission. It also boasts one of the most advanced animation labs in the country. Contact: Larry Rosenstock, (619) 243-5000.

Henry J. Kaiser High School, Fontana Unified School District – This new school has core curricular clusters that radiate away from a tower and a series of smaller courtyards. Specialized career-preparation academies with specialized labs and classrooms are adjacent to these core curricular clusters. Contact: Brian Malloy, (909) 357-5900.

Inderkum High School, Natomas Unified School District, Sacramento – The construction of Natomas' next high school is being paid for by a private development company that will lease the \$58 million campus to the school district. It is being built on district owned land as part of a complex that will include a public library and a community college satellite campus. Contact: Brenda Munson, (916) 567-5400.

Northwood High School, Irvine Unified School District – The new Northwood High School is organized into three hierarchical components: houses, villages, and institutes. The core houses are interdisciplinary groupings that make up the four villages. The five institutes, which surround the academic core, offer students specific career/college-prep focuses. Contact: Tony Ferruzzo, (949) 936-7219.

Wilmer Amina Carter High School, Rialto Unified School District – The design of this 40-acre site has a two story building around a central outdoor terraced courtyard and circular pedestrian street. The administration, media center, performing arts/vocational arts, and gymnasium spaces are positioned prominently around an entry forecourt, allowing for after-hours use while maintaining secured access to the remainder of the school. Contact: Ray Johnson, (909) 820-7700 x283.

By Kelly Goughnour, CDE, High School Improvement Unit, < kgoughno@cde.ca.gov >

High School Remodeling

High School Remodeling to Increase Educational Capacity

Remodeling a high school is not just an opportunity to fix structural and mechanical problems, it is also an opportunity to fix the educational limitations of an outdated building. Just as roofs decompose and air conditioning systems fail, the educational capacity of a school can decay. Form should follow function, and indeed, as the function of high schools changes, the form can be remodeled.

A high school remodel can bring the twenty-first century into older classrooms. For example, the addition of up-to-date network cables, fiber-optic cables, additional electrical outlets, cooling systems, and Internet connectivity allows learning about, and learning with, technology to be an integral part of a modern curriculum. Other examples of redesigning the learning environment include the use of laptops, audio and visual systems, Smartboards, and personal computer stations within the classroom.

Likewise, shops and drafting laboratories can be brought into the twenty-first century by replacing hand-tool equipment rooms with laboratories designed for high-technical electronics, robotics, and computer-aided design and drafting. Photography labs can be modified to include digital photography instruction. Food and nutrition labs can be updated to accommodate such innovations as microwave and convection ovens, as well as restaurant grade equipment. Television and media production studios can supplement performing arts programs.

Remodeling should also be used as an opportunity to improve classroom safety, especially in such specialized rooms as chemistry, biochemistry, engineering, and science laboratories. Fume hoods, deluge showers, eye-wash stations, and provisions for hazardous material storage and removal can be assessed and replaced with more efficient systems. And every classroom should be equipped with a telephone connected to an outside system.

Physical education facilities often need to be remodeled so they can utilize the most current training and performance-monitoring techniques and, importantly, be compliant with the gender equity issues defined in federal law - Title IX. For instance, weight rooms may need to be remodeled to accommodate weight machines and treadmills used to measure cardiovascular fitness and progress. And facilities that used to accommodate unbalanced physical education opportunities must now offer equal educational opportunities. This can mean remodeling to create or expand locker and shower rooms, adding additional playfields, and even creating an additional gymnasium.

Certainly, the educational adequacy and potential of a school facility can be enhanced through remodeling. The scope of possibilities is usually greater than the resources needed to realize the possibilities. Just as would be done with a new building project, a remodeling project should include specifications so that current and future educational needs are identified and priorities set.

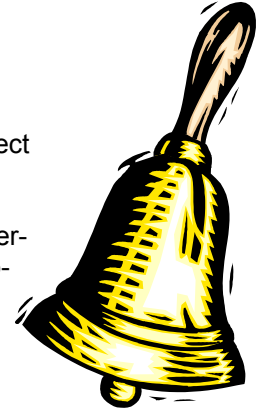
For more information on remodeling as an educational strategy, contact the CDE School Facilities Planning Division at (916) 322-2470.

By Jim Bush, CDE, School Facilities Planning Division, < jbush@cde.ca.gov >

Counselor's Corner

School Attendance Improvement Practices

The following practices have been identified as strategies and activities having a positive effect in encouraging students to regularly attend school.



1. Clarify school standards related to attendance by making sure high school students understand that any unexcused absence of more than 30 minutes counts as an unexcused absence from school by state law (*Education Code* section 48260). This means that “ditching” a single class for more than 30 minutes counts as an unexcused absence during that school day. Three unexcused absences of more than 30 minutes in one school year makes a student a “truant,” and parents will be formally notified if their students becomes classified as “truants” (*Education Code* section 48260.5).
2. Publicize the consequences of becoming classified as a truant and enforce them consistently. For example, parents should be informed that they have a right to meet with appropriate school personnel to discuss solutions to their students’ truancy when the student first meets the definition of a truant, and students should be notified that they are subject to suspension, restriction, or delay of their driving privileges pursuant to Section 13202.7 of the *Vehicle Code*.
3. Monitor student attendance and absence through a computerized attendance record-keeping system that keeps track of any unexcused absences that are more than 30 minutes.
4. Keep accurate attendance records that show who has been reported as a truant three or more times per school year and what efforts have been made to hold a conference with the parent or guardian and with the student. After three reports are made on a student’s truancy and a conscientious effort is made to meet with the student and parent, make sure the parent knows that the student is now deemed a “habitual truant” (*Education Code* section 48262). When the normal avenues of school intervention are exhausted, refer habitual truants to a school attendance review board or a district attorney or probation officer mediation program (*Education Code* sections 48263 and 48263.5).
5. Place responsibility for verification of excessive excused absences for illness on parents and students. If a doctor or appropriate school official does not verify the reasons for the absences, count the absences as unexcused.
6. Telephone parents/guardians in the evening or at work to verify absences.
7. Use bilingual aides to contact parents with limited English-speaking ability and send school attendance notification letters in the language appropriate to the family.
8. Make home visits concerning student absences if parents/guardians cannot be reached by telephone.
9. Install a telephone recording unit to record absence excuses before school opens to reduce the workload of the office staff in the morning. Advertise the service in the local newspaper or by letters to all parents. Distribute a small card, similar in size to a business card, which gives the school’s answering service number and directions for reporting the reasons for absences.
10. Set up a telephone hotline in the school district attendance office that allows community residents to anonymously report apparent truants so that school attendance complaints can be investigated pursuant to *Education Code* section 48290; include the hotline number on phone number stickers distributed to the community with police, fire, and other emergency numbers.
11. Refer students with frequent absences to a counselor, administrator, or school social worker to diagnose the problem and recommend solutions to alleviate the circumstances that are contributing to the truancy.

Counselor's Corner (cont.)

12. Post the names of perfect attendees in a highly visible place.
13. Hold a drawing for special prizes donated by local businesses. Use perfect attendance as the eligibility requirement for the drawing.
14. Send commendation letters to students and parents for perfect attendance and improved attendance.
15. Seek small or large financial incentives from the parent association to be awarded to the classroom with the best attendance record; allow teachers to spend financial rewards for any purpose selected by the class members or the teacher.
16. Initiate make-up classes conducted on one day of a weekend when a student is deemed a truant; use a "no-frill" room on campus and establish an after-school or weekend study program for students who fail to attend.
17. Refer students with persistent attendance problems to a Student Success Team (SST) or a School Attendance Review Team (SART). The teams should include teachers, administrators, counselors, and a school psychologist. Be sure that the parent/guardian and the student both attend the SST or SART meeting.
18. Initiate a cross-age helper system in which older high school students with good attendance are permitted to assist younger students on a weekly basis.
19. Personalize relationships between children and attendance office personnel. Ask office aides, clerks, and secretaries to make individual contact with high-risk students on a regular basis.
20. Develop an adoptee program in which teacher volunteers make weekly informal contacts with high-risk students.
21. Establish homeroom periods in secondary schools, with students remaining with the same homeroom teacher all four years. Make homeroom teachers responsible for monitoring their students' attendance records and discussing truancy with parents/guardians.
22. Refer students and parents/guardians to outside agencies for counseling.
23. Emphasize the importance of school attendance to students with long-term, non-contagious diseases that tend to keep students at home (e.g., asthma, diabetes, epilepsy, and sickle cell anemia). Encourage and support these students at school and make sure they are allowed to complete all assignments and tests missed during legitimate absences that can be reasonably provided pursuant to *Education Code* section 48205 (b).
24. Display attendance graphs in the faculty room to show attendance comparisons between current and past school years. Publicize the loss of average daily attendance funds due to unexcused absences.
25. Provide schools a pro-rata share of the increased average daily attendance generated by their attendance improvement efforts.

For additional information, please contact David Kopperud in the Counseling and Student Support Office, CDE, at < dkopperu@cde.ca.gov > or (916) 327-5930.

L e l a n d H i g h S c h o o l

2003 Exemplary Career-Technical Education School

Leland High School was recently recognized as an Exemplary Career-Technical Education School as part of the California Distinguished Schools program. At Leland High School in San Jose, the career-technical education program includes job shadowing and internship opportunities. For the past ten years, the students at Leland have taken advantage of this program. Approximately 150 students participate each year.



The job shadowing program offers students opportunities to shadow a business person for one day to learn about that career. Students get an early start exploring a future career and can make informed decisions about their future. An Amdahl Corporation employee wrote, “More students should be encouraged to participate in this program. It should be a requirement prior to completing their senior year of high school.”

Student internships are designed to provide enhanced learning experiences for juniors and seniors in over 200 local businesses. Students can apply their skills while learning firsthand about the daily operations in the world of work. The internships are usually unpaid, and the students receive academic credit for the hours they work. The internships last from one semester up to two years. Through weekly classroom instruction for internship participants, students learn skills such as writing resumes, interviewing, and how to use career research tools. Students must meet company requirements for punctuality, dress, and work responsibilities. They also receive an evaluation from their business sponsor and a grade for the course.

The summer internship program gives students a chance to intern if their regular schedule does not allow them the time during the school year. Students can solidify or eliminate future careers or career paths while still in high school in order to make better postsecondary choices for their future.

By Peg Stewart-Baker, Career Program Coordinator, Leland High School,
< peg_stewart-baker@sjusd.k12.ca.us >

One hundred thousand new students enter the California school system each year.
From The Collaborative for High Performance Schools. < www.chps.net >

Educational leaders are the architects of improved individual and organizational performance.
Reeves, Doug. *The Daily Disciplines of Leadership*. San Francisco, Ca.: John Wiley & Sons, Inc., 2002.

Funding Opportunities

The **California Department of Education** has released funds for a reimbursement grant program for teacher professional development in mathematics, reading, and language arts. There is \$2,500 available per eligible teacher for local educational agencies with K-12 teachers. The application is available at < www.cde.ca.gov/funding/ > and is due May 15, 2004.

The **NASDAQ Stock Market Educational Foundation** is interested in funding projects or programs that engage in, and promote, innovative thinking and learning about the role of capital formation and financial markets in a free enterprise. The foundation seeks grant proposals that educate students about financial markets. View or download the grant at < www.nasdaq.com/services/grant_guidelines.pdf > or call (800) 842-0356. The deadline for proposals is September 24, 2003.

The **National Science Foundation** has funding available to improve technological education at the secondary and undergraduate levels by supporting curriculum development, college faculty, and secondary school teacher preparation. For more information, visit < www.nsf.gov/pubs/2003/nsf03523/nsf03523.htm >. The deadline for proposals is October 15, 2003.

The **Staples Foundation** provides funding to programs that support or provide job skills and/or education for all people, with a special emphasis on disadvantaged youths. Applications are reviewed quarterly, and the next round of applications must be received by September 5, 2003. For more information, visit < www.staplesfoundation.org/ >.

High School Pupil Success Act



Background

California Education Code Chapter 6.6, sections 52070-52075, authorizes the High School Pupil Success Act (HSPSA). HSPSA is intended to facilitate increased student achievement by supporting the development of district-community partnerships, public engagement, school transformation, and systemic district reform. The High School Pupil Success Act includes support for policy and practice changes that will result in long-term systemic support for effective high schools for all students. The HSPSA will be implemented in two phases. In Phase I, up to eight school districts will be awarded state funded grants to form a district-community partnership with a community-based organization. The district-community partnership will develop a five-year reform and redesign plan for the development of effective high schools for pupils in their district. The HSPSA Phase I Planning Grant embodies the 12 research-validated organizing characteristics of high schools that successfully improve student achievement, attendance, and graduation rates. It also supports the tenets set forth by the United States Department of Education's *Smaller Learning Communities Program* < www.ed.gov/offices/OVAE/HS/SLCP >. In Phase II, school districts will implement their plan.

High School Pupil Success Act (cont.)

The HSPSA Phase I Planning Grant is funded by the state and supported by the Bill and Melinda Gates Foundation. Authority to use state funds for the grant is contingent upon the 2003-2004 California budget.

Participating Districts

The following districts have been identified to participate in Phase I. Eight of the districts will receive state funds. Three additional districts will receive only private foundation funds.

COUNTY	SCHOOL DISTRICT
Alameda	Emery Unified
Fresno	Fresno Unified
Humboldt	Klamath-Trinity Joint Unified*
Imperial	Calipatria Unified
Los Angeles	Inglewood Unified*
Los Angeles	Los Angeles Unified, Local District B
Los Angeles	Los Angeles Unified, Local District H
Sacramento	Grant Joint Union High
San Diego	Grossmont Union High
Sonoma	Petaluma Joint Union High
Yolo	Washington Unified*

*Denotes districts that are receiving only private foundation funding.

The participating districts represent 68 high schools serving approximately 69,000 students.

The High School Pupil Success Act: Phase I Planning Grant is a collaboration between the California Department of Education, the Governor's Office of the Secretary for Education, and the Bill and Melinda Gates Foundation. The following staff is assigned to the HSPSA:

- Jay Schenirer, Bill and Melinda Gates Foundation, (916) 752-3609, < jayschenirer@sbcglobal.net >
- Jim Greco, California Department of Education, (916) 319-0476, < jgreco@cde.ca.gov >
- Jordan Brandman, Governor's Office of the Secretary for Education, (916) 324-6845, < jbrandman@ose.ca.gov >

2003 SPARC Winners

The Support Personnel Accountability Report Card (SPARC) is a continuous improvement document developed by the California Department of Education and Los Angeles County Office of Education (LACOE). The SPARC provides schools with an opportunity to promote their student support programs and services to families and demonstrate a commitment to getting results. The SPARC consists of ten components that should be a part of every comprehensive student support program. These components may be viewed at < www.cde.ca.gov/spbranch/ssp/ >.

In recognition of the schools that created a quality program with SPARC, LACOE honored 48 schools (28 high schools listed below) with Academy Awards. This occurred at a celebration on April 25, 2003, at the Long Beach Hyatt in conjunction with the California Association of School Counselors' annual conference. School sites from across the state may apply for an SPARC Academy Award.

County	District	High School
Los Angeles County	Alhambra City High	Alhambra High
		Mark Keppel High
		San Gabriel High
	Antelope Valley Union	High Lancaster High
	Arcadia Unified	Arcadia High
	Baldwin Park Unified	Baldwin Park High
		North Park High
		Sierra Vista High
	Centinela Valley Union High	Hawthorne High
		Lawndale High
	Covina-Valley Unified	Covina High
		Northview High
		South Hills High
	El Monte Union High	El Monte High
	Los Angeles Unified	Venice Senior High
	Rowland Unified	Nogales High
		Santana High
	Temple City Unified	Temple City High
	West Covina Unified	West Covina High
		Coronado Alternative

2003 SPARC Winners (cont.)

County	District	High School
Orange County	Anaheim Union High	Cypress High
		Magnolia High
	Brea Olinda Unified	Brea Olinda High
Placer County	Roseville Joint Union High	Oakmont High
		Roseville High
Sacramento County	Elk Grove Unified	Laguna Creek High
San Bernardino County	Chaffey Joint Union High	Alta Loma High
	Colton Joint Unified	Colton High

To view the list of award-winning elementary and middle schools, please go to LACOE Web site at < www.lacoe.edu/ccla/ >. For more information on the SPARC, please contact Bob Tyra at < tyra_bob@lacoe.edu > or Paul Meyers at < pmeyers@cde.ca.gov >.

W o r t h a C l i c k

Association of American Universities. The Standards for Success (S4S) project is providing high school students with knowledge and skill standards they will need to succeed at America's research universities. The project is mailing an "Understanding University Success" booklet and accompanying CD-ROM to each public high school in the nation, as well as to state education departments and university leaders. These materials will be also available, free of charge, on the S4S Web site. < www.s4s.org >

Association for Supervision and Curriculum Development (ASCD). ASCD has published a report, *Creating a School Community*, that looks at the ways in which school administrators and teachers can help to build a sense of community within their schools. < www.ascd.org/publications/ed_lead/200303/schaps.html >

California Colleges. This site explains the basics about applying to California colleges and universities. It includes general tips for planning for college (requirements), choosing a college, and applying to colleges. < www.californiacolleges.edu/admissions/hs/ >

W o r t h a C l i c k

California State University. This site provides a forum for students, faculty, and employers to give input about opportunities for hands-on learning. It also includes the top 15 college level occupations with the fastest growth in California. < www.csuadvantage.org >

Freedom House. Freedom House offers teachers a poster-size map free of charge. The featured map serves as a useful tool in teaching democracy-related units in social studies and related classes. < www.freedomhouse.org > Click on "Research and Publications."

Sacramento Bee-Education Extra. The June 5, 2003 article, *Back to Nature*, reviews how schools can use green technologies to save energy and money. < www.sacbee.com >

The following Web sites may assist in the planning of a new school or renovating an existing school.

American School and University. < <http://asumag.com> >

California Department of Education, School Facilities Planning Division. < www.cde.ca.gov/facilities/ >

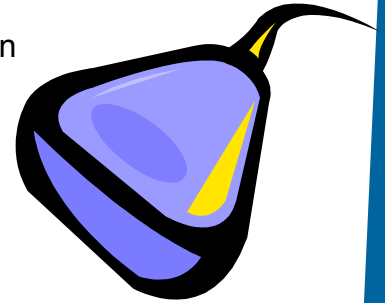
Collaborative for High Performance Schools. < www.chps.net >

Designshare, Inc. < www.designshare.com >

Division of State Architects. < www.dsa.dgs.ca.gov >

EMLen Publications, Inc. < <http://schoolconstructionnews.com> >

United States Department of Education. < www.edfacilities.org >





High School!



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You are at:
< www.cde.ca.gov/shsd/newsletter/ >

Conference Calendar

Migrant/Optimal Learning Environment Project

Literacy Academy
July 30-August 2, 2003
Sir Francis Drake Hotel, San Francisco, California
(916) 278-5097

California Math Project

CAHSEE Institute (Grades 5-12)
August 4-13, 2003
Cal Poly, Pomona, California
(909) 869-3473
< jejacobs@csupomona.edu >

Association of California School Administrators (ACSA)

Improving Student Achievement Through Teacher Observation and Feedback
August 7-8 and September 17, 2003
ACSA Office, Burlingame, California
(650) 692-4300
< www.acsa.org >

CSU Sonoma Interactive Math Program

Meaningful Algebra for All Students (Grades 8-12)
August 11-15, 2003
Radisson Hotel, Oxnard, California
(805) 798-1736
< jshort@ouhsd.k12.ca.us >

Seeds of Wisdom

Diversity and Human Rights Conference
September 5-6, 2003
Modesto Junior College, Modesto, California
(209) 652-2109
< timothy2093@cs.com >

Additional activities may be found at the California Department of Education Web site < www.cde.ca.gov/pd/ >.

G o t e - m a i l ?

Join the CDE *HIGH SCHOOL!* list serve at < www.cde.ca.gov/shsd/newsletter/ > to receive reminder messages about upcoming issues and Web posting dates.

If you have comments, contributions, or questions for *High School!* please contact Kelly Goughnour at < kgoughno@cde.ca.gov >. Your ideas and suggestions are welcome.